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ABSTRACT

A program was developed for improving the social skills and reading levels of 29 elementary grade students in a low- to middle-class manufacturing community located in an urban area in northern Illinois. The problem was originally noted by the amount of teacher time spent correcting behavior and the low reading levels of students as evidenced by standardized reading test scores. Administration of a behavior checklist and a parent questionnaire confirmed the problem and described its extent. Analysis of probable cause data indicated that low levels of self-esteem were an underlying factor in academic achievement and poor student behavior. Solution strategies suggested by an examination of the professional literature, combined with the analysis of the problem setting, resulted in the selection of three major categories of intervention: (1) strategies to increase self-esteem; (2) implementation of cooperative learning strategies; and (3) establishment of a cross-age tutoring program. All strategic solutions were related to curricular revisions and altered teaching practices. All symptoms of the original problem were reduced as projected: students' reading scores improved and the amount of positive student behavior increased. (Contains 20 references, 8 tables, and 2 figures of data. A total of 12 appendixes presenting recording forms, checklists, the Piers-Harris Children's Self-Concept Scale, and six activities are attached.) (Author/RS)

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THE EFFECT OF COOPERATIVE LEARNING, CROSS AGE TUTORING AND SELF-ESTEEM ENHANCING STRATEGIES ON STUDENT BEHAVIOR AND READING ACHIEVEMENT

by

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Abstract

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DATE: September 1993

TITLE: The Effect of Cooperative Learning, Cross Age Tutoring, and Self-Esteem Enhancing Strategies on Student Behavior and Reading Achievement

ABSTRACT: This report describes a program for improving the social skills and reading levels of elementary grade students in a low-to-middle class manufacturing community located in an urban area in Northern Illinois. The problem was originally noted by the amount of teacher time spent correcting behavior and the low reading levels of students as evidenced by standardized reading test scores. Administration of the Behavior Checklist and Parent Questionnaire confirmed the problem and described its extent.

Analysis of probable cause data indicated that low levels of self-esteem were an underlying factor in academic achievement and poor student behavior. Self-esteem is affected by a history of low academic success, feelings of poor self-worth, and a low socioeconomic background.

Solution strategies suggested by an examination of the professional literature, combined with the analysis of the problem setting, resulted in the selection of three major categories of intervention: strategies to increase self-esteem; the implementation of cooperative learning; and the establishment of a cross-age tutoring program. All strategic solutions were related to curricular revisions and altered teaching practices.

All symptoms of the original problem were reduced as projected: student's reading scores improved and the amount of positive student behavior increased.

Chapter 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

The target elementary reading students demonstrate poor social skills as evidenced by the amount of teacher time spent correcting behavior and exhibit low reading levels as evidenced by standardized reading scores.

Immediate Problem Context

There were more than 27,000 students in pre-school and kindergarten through grade 12 in 30 elementary, four middle, and four high schools. This large and diverse district had a racial make up of 68.9 percent White, 22.8 percent Black, 5.5 percent Hispanic, 2.6 percent Asian/Pacific Islander, and 0.2 percent Native American. The city was a manufacturing community with high employment concentrations in machining, metalworking, and transportation equipment industries. Family socio-economic status covered a wide range with the lower end of the scale represented by factory workers, and with a majority of families in the low to middle income level.

There were 368 students enrolled in the elementary school which served the student population in grades kindergarten through six. The original building was constructed in 1911 with two additions constructed in later years. The building was well

maintained, however it lacked many basic amenities. The student population was ethnically and racially mixed, with 65 percent of the population of White descent, 31.1 percent of Black descent, and 4.9 percent of Hispanic descent. The school was administered by one principal. The teacher population consisted of fifteen full-time classroom teachers and one half-day kindergarten teacher. The specialists included three self-contained teachers of the mentally impaired, three Chapter-I teachers, one full time and one part time learning disabilities teacher, one full and one part time speech teacher, a physical education teacher, one art, and one music teacher. There was also a full time reading facilitator, and one social worker, one psychologist, and one nurse who were at the building on a part time basis. The range of teaching experience was from five to twenty-seven years. Seventy-two percent of the teachers in the building had masters degrees in the education field.

The neighborhood surrounding the school consisted of a large day care center and housing project, two used car lots, a large manufacturing plant, and many small businesses. In the housing project, 90 percent of the households were headed by a single female and supported by public aid. The remainder of the neighborhood was low to lower middle class with 60 percent - 75 percent headed by a single female head of household. A few (10 percent - 20 percent) families consisted of two parents who were both employed. Another 10 percent - 20 percent had one parent who was employed. Those who were employed were employed in blue collar

jobs. Most earned minimum wage or slightly lower which would place them at the poverty level. Those families who lived at or below the poverty level constituted 60 percent - 80 percent of the school population. The racial make-up of the neighborhood was 66 percent majority and 34 percent minority.

As a result of a desegregation lawsuit against the school district, the school was classified as a Community Academy School or C-8 school, (C-8 refers to the article in the desegregation lawsuit). The court order stated that the district shall provide supplemental educational programs to C-8 schools to alleviate the effects of racial concentration and economic and educational disadvantage. A unique characteristic of the school was the implementation of the Success for All program from John Hopkins University. All classrooms, including special education and Chapter I participated. The program stressed cooperative learning with positive reinforcement.

The Surrounding Community

The school district was located in the second largest city in Illinois, along the Rock River. The city covered a 50 square mile area within the 803 square mile metro area. It is located 14 miles from the Wisconsin border to the north, 75 miles from Chicago to the southeast, and 70 miles from Iowa to the west. According to the 1990 Census, the city had a population of 139,426 with a decrease of 0.2 percent over the last ten years. The surrounding metro area increased 1.5 percent and Winnebago county increased 0.8

percent during the same ten year period. This decrease in urban population and the increase in the rural population was a great concern to the city and the school district.

The educational attainment of the county included 23.7 percent of the population without a high school diploma, 34.9 percent high school graduates, and 41.5 percent with some continuing education. The total labor force included 36 percent goods producing jobs and 64 percent service producing jobs.

Socio-economic status of the community was further reflected by family and per capita income statistics. The average annual earned income for 1991 was $24,016 for non-agricultural wage and salary earners. From 1990 to 1991 there was a 2.9 percent increase in earned income. In Illinois in 1991, the average annual earned income was $28,707. The average annual unemployment rate for 1991 for the area was 8.3 percent, as compared to 7.1 percent for Illinois, and 6.7 percent for the United States. The school had a much higher percentage of low income students (57.9 percent), than the district (26.2 percent), or the state (32.0 percent). Low income students are pupils from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds or eligible to receive free or reduced price lunches. (School social worker)

It could be said that the community valued education, but it was in upheaval due to a desegregation lawsuit. A court appointed moderator was ordered to oversee all educational policies and decisions. The public had little faith in the school district

administration, as evidenced by the number of families moving from areas to near-by rural areas.

The district was administered by a deputy superintendent/chief operating officer and an appointed interim superintendent. Their central office staff included: the board secretary/business manager, and the directors of curriculum and instruction, personnel, special services, buildings and maintenance, transportation, and community services.

State and National Context of Problem

Teachers intuitively know that when students feel better about themselves, they do better in school. Research has shown that students today are not receiving enough positive nurturing attention from adults, either at home or at school. The reasons are numerous and complex, but the result is that more and more students have low levels of self-esteem. (Canfield, 1990, p.48).

Did self-esteem affect achievement? What happened when a school made a concentrated effort in the area of self-esteem? One of the most detailed studies ever done was conducted by Gail Dusa (current president of the National Council of Self-Esteem) and her associates at Silver Creek High School in San Jose, California.

She divided the freshman class into three groups. The self-esteem group (93 students) was taught by teachers who adhered to three operating principles: (1) They treated all students with unconditional positive regard, (2) encouraged all students to be all they could be, and (3) encouraged all students to set and

achieve goals. In addition, the group participated in a 40-minute activity to build self-esteem every second Friday throughout their freshman year. The control group (also 93 students) received no treatment but was monitored along with the self-esteem group for four years. The third group was not involved in the study. At the end of four years, Dusa's findings were as follows:

	Self-Esteem Group	Control Group
Days of absenteeism per semester	1	16
Percentage of students who completed 90% or more of their homework	75%	25%
Percentage of students who participated in 20 or more extracurricular activities	25%	2%
Percentage of class offices held by groups between freshman and senior years	75%	0
Percentage of students who graduated from high school	83%	50%

One of the variables identified by some researchers as a probable cause of high underachievement rates among African Americans was low self-esteem. Faust (1980) declared that "reduced self-esteem leaves students feeling vulnerable and unsafe, resulting in anxiety and fear." Faust, Simmons, Brown, Bush, and Blyth (1978), conducted a study involving 798 African-American and White students in the sixth and seventh grades. They were interested in defining the links between race, self-esteem, and

academic performance. They reported that African-American children were significantly more likely to have higher self-esteem than white children.

In a study on linkage between self-concept and academic achievement Mboya (1986) looked at 211 tenth graders. In this study, Mboya found no significant relationship between global self-concept and academic achievement in African-American students. Mboya argued that African-American students separate their personal selves and their school orientation. Lay and Wakstein (1985) found that self-esteem among black students depends less on academic achievement in high school than it does among white students.

Although the previous studies do not support a clear relationship between self-esteem and academic performances, Haynes and Hamilton - Lee's (1987) research supported such a link. They found that high achieving African American students had the highest score on a self-concept test.

Ribich and Barone (1989) studied a group of 16 underachieving African-American gifted children who attended a program called Project Inspire. The goals of the program were to increase self-esteem and improve academic performance. After a year in the program, they found that "students generally felt much more positive toward schooling" and that "their attitudes shifted from hopelessness and despair to cautious optimism". They claimed the program achieved its goals, thus supporting a link between academic performance and self-esteem.

Borkowski, Carr, Rellinger, & Presslay (1990) have shown that

a teacher-student mentor program has successfully increased the students' level of motivation, interest and confidence, not only in the way they viewed school, but also their outlook on the world around them. One such program was implemented at the Benchmark School in Media, Pennsylvania. The students received guidance in the application of learning strategies as well as emotional support. The goal of the mentor program was to develop motivated and independent learners. Paris and Winograd (1990) suggested becoming an independent learner required more than being skilled at applying cognitive and metacognitive strategies. Self-confidence and motivation played a significant role in the learners' abilities to engage in the metacognitive behaviors that characterize independent learners. (e.g., Borkowski, Carr, Rellinger & Presslay, 1990; Paris & Winograd, 1990; Winograd & Gaskins.)

The need for a supportive caring adult is crucial to a mentor program. Research shows that students who were experiencing academic difficulties showed passivity, reduced confidence and poor motivation to learn. (Johnson & Winograd 1985). A mentor who showed a genuine desire to nurture a child in his/her academic development can be successful in restoring the learners confidence and rekindling their motivation to learn. The mentor's role is that of an academic coach, advisor, advocate and a friend who, as Daloz (1986) suggests, provides support, challenge, and vision to his/her young protege. One student made significant gains during his two years in the program. His reading became more fluent, he became a more strategic reader, he had a positive outlook towards

school and his self-esteem improved. (Johnson & Winograd, 1985.)

A student-mentor relationship can be expected to raise the level of motivation, interest and confidence not only in the students but also in the mentors. The Benchmark students described their involvement in the program as the most rewarding thing they did all year. Daloz (1986) suggested that mentoring skills can be applied to all teaching and learning situations. The trust and support which is built will develop independent learners.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Background

As pointed out in Chapter I, the elementary reading students demonstrated poor social skills as evidenced by the amount of teacher time spent correcting behavior, and exhibited low reading levels as evidenced by standardized reading scores. As a result of this, a Success For All reading program utilizing cooperative learning was implemented. End-of-the-year standardized reading comprehension test scores showed a low percentage of students scoring above the 50th percentile.

Table 1

Reading Comprehension Scores
on the Stanford Achievement Test -
Percentage of Scores Above the 50th Percentile

Grade	Spring 1992	Spring 1993
1	-	16%
2	20%	16%
3	16%	23%
4	45%	25%
5	25%	25%
6	37%	47%

A consensus of the teaching staff identified low self-esteem as one of the four major problem areas existing in the school. As a result, "Here's Looking At You, 2000" was implemented during the

1992-93 school year. This program was found to have a major emphasis on drug education rather than self-esteem enhancement. Another limiting factor of the program was that not all classrooms implemented the curriculum. A teacher-student mentoring program was also established to address the need for self-esteem improvement. Progress was minimal in this program because of the low number of teacher mentors available. The fact that this program was not implemented until the spring of 1993, made it difficult to assess the results. Therefore, in order to reach more at-risk students, a cross-age tutoring program was implemented in the fall of 1993.

Problem Evidence

Both subjective and objective means were used to document low levels of self esteem and poor social skills of the target group at the elementary school. The Success for All eight week reading assessments were administered to all students in the target reading groups in May or September of 1993. (Appendix A, B, and C).

The data presented in the following Table 2 shows severe deficiencies in the areas of word attack and comprehension. Clearly, the 93 percent of students functioning below grade level in word attack and the 47 percent of students functioning below grade level in comprehension were in critical need of remediation.

Table 2

Percentages of Target Reading
Students Performing Above, At or Below
Grade Level

May 1993 or September 1993

Grade Level	Word Attack	Comprehension
3 years above	0%	0%
2 years above	0%	13%
1 year above	0%	0%
At grade level	8%	39%
1 year below	63%	9%
2 years below	16%	22%
3 years below	0%	0%
4 years below	11%	13%
5 years below	3%	3%

N=38

Table 3 illustrates the results of a behavior checklist used to document the number and frequency of students exhibiting negative classroom behavior. Data was collected beginning the week of September 20, 1993 using the teacher-made instrument (Appendix D). The observers of the students were the classroom reading teachers. Table 3 shows that the majority of students exhibit negative classroom behaviors in the sometimes to always range. The observers also noted that too much instructional time was spent correcting negative
behaviors.

Table 3

Teacher Responses to Behavior
Checklist Pre-test
Sept. 1993

	Never	Seldom	Sometimes	Always
Talks out of turn	4	6	13	6
Verbally abuses peers	15	9	4	1
Verbally abuses teacher	26	2	1	0
Physically abuses peers	26	2	1	0
Defies authority	11	10	7	0
Off task	0	6	18	5
Out of seat	8	4	15	1
Lack of motivation	0	10	15	4
Irresponsible	5	4	15	5
Absent	11	11	6	1
Incomplete assignments	9	7	12	0

Table 4 illustrates the parent responses of the targeted students to a questionnaire on positive behaviors at home and school. Several attempts were made to have all questionnaires returned, but only 76 percent responded. Table 4 shows that the majority of parents felt that their children sometimes or always exhibited positive behavior at home and school.

Table 4

Parent Questionnaire
Responses Pre-test
Sept. 1993

	Never	Seldom	Sometimes	Always
My child likes school	0	2	9	11
My child has many friends	0	1	6	15
My child is usually happy	2	2	10	9
My child is well-behaved in school	0	4	13	5
My child is well-behaved at home	2	3	16	2
I am pleased with my child's progress	0	1	13	8
My child is easy to get along with	2	2	10	9
My child works/ plays well in groups	0	3	14	6
My child accepts responsibility	0	1	16	5
My child can be trusted	0	0	7	15
My child feels safe at home/school	0	1	7	14
My child participates in extracurricular activities	7	7	8	1
My child is influenced by friends	0	6	14	2

To further document our study on poor social skills, the Piers-Harris Children's Self-Concept Scale was administered. The Piers-Harris Scale was given individually in a non-threatening, non-biased setting. The students were asked to respond to a yes-no format. Appendix F represents a sample profile of the scale showing below average, average, and above average ranges.

Figure 1 illustrates that a large majority of the students perceive themselves as having average or above average social and academic skills. This is contrary to the teacher's perceptions as evidenced by the behavior checklist and standardized reading scores. The results of the parent questionnaire were also contradictory to teachers' conceptions of student's social behavior and academic progress. This discrepancy will be addressed in Chapter Five.

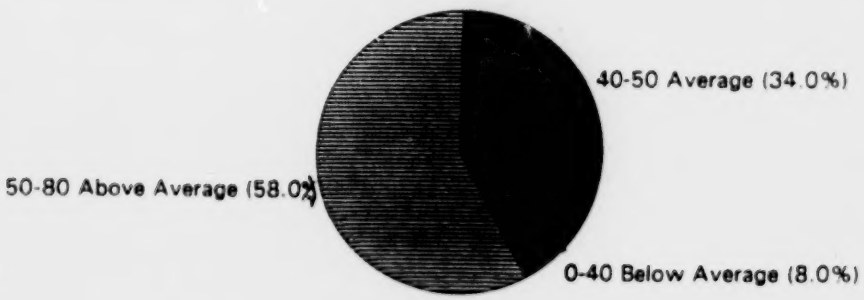

Figure 1
Target Reading Group Scores on the
Piers-Harris Children's
Self Concept Scale

A summary of the data for each of the tests indicated that a need or critical need for remediation existed. Student self-evaluations and parent evaluations of social and academic skills were not consistent with teacher observations or expectations. Students and parents reported a perception of social and academic skills that was contrary to objective and subjective evidence collected at the school site. A need to directly teach social skills, goal setting, and enhancement of self-esteem was identified by the teacher-researchers.

Probable Causes of Problem

Probable cause data from the literature also reflect radically different views of teachers and students/parents. An analysis of standardized test scores show that non-urban schools are not meeting the educational needs of Black and Hispanic students. The probable cause for the lower test scores could be a difference in values between the home and the school. As a result, minority group students resist participation in academic activities, attach less value to education than White students and achieve academically at a lower rate than White students. (Houston, 1988).

Another study conducted by Beers (1989) revealed cultural differences between Native American students and their teachers. The educators lacked sensitivity to cultural differences and showed inadequate preparation for working in this area. A mismatch between Native American students' learning styles and teachers' daily teaching methods were prevalent. Racial prejudice and low expectations of these students affected academic success. In order

for academic improvement to occur, a cooperative approach must focus on the involvement of Native American educators, students and parents. (Beers, 1989).

Further studies revealed that students who received an intervention program to improve self-esteem also showed a significant increase in academic growth. The Stanford Achievement Test reading scores improved significantly although mean scores on a self-concept measure did not show a significant increase. (Hadley, 1988).

While some underlying causes occur in the school setting, a major cause that affects academic success is the lack of parental support and involvement. Parents' involvement in their children's education is needed if schools are to do an adequate job. (Pierce and Petty, 1989). Pierce and Petty felt parents did not know how to get involved or felt intimidated because they did not have enough education themselves to understand school problems. Some parents need to be taught how they can help with their children's education.

Bempechat and Wells (1989) report that children whose families and teachers strongly value effort and personal responsibility are more apt to develop the discipline needed to persevere in the face of educational difficulties, while students whose peers disparage academic achievement have more obstacles to overcome in the effort to succeed in school.

Bleuer and Schreiber (1989) discuss several critical problem areas that can place today's students at risk such as "latch key"

students, children of divorce, children of alcoholic parents, sexual abuse, children coping with death and loss, and children dealing with stress. Bleuer and Schreiber (1989) state that self-esteem enhancing activities can lead to long-term rewards in student adjustment and achievement.

A summary of probable causes for the problem gathered from the site, and from the literature included the following elements:

1. Students and their parents have different and lower behavior and academic expectations than teachers and the school.
2. There is a large percentage of at risk students.
3. Seventy-eight percent of students are from low income families.
4. There is little or no parental support.
5. There is a lack of goal setting by students and families.
6. There is a lack of participation in extra-curricular activities.
7. There is a lack of self control.
8. There is a lack of responsibility.
9. Academic achievement is not highly valued.
10. The values and attitudes of students differ from those of teachers.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Analysis of probable cause data suggested reasons related to poor self-esteem development, interpersonal relationship skills, problem solving skills, and refusal skills that were inadequately developed. Research literature also suggested previous low academic success, inadequate feelings of self-worth, and a low socio-economic background.

The literature search for solution strategies was organized as suggested by these probable cause data.

Pearl Bailey, a famous singer, once said, "There is a period of life when we swallow knowledge of ourselves and it becomes either good or sour inside." (1989). What she described is self-esteem, the evaluation of oneself in either a positive or a negative way. Self-esteem is a judgment about one's self-worth, one's competence or value, based on a process of conceptualizing and gathering information about oneself and one's experiences. (Johnson and Novem-Hebeisen, 1981). It has two components: The level of worth a person places on him or herself, and the processes through which individuals derive conclusions about their self-worth.

A person is not born with a sense of self (Johnson and

Johnson, 1989). It is during the first two or three years that a crude self-awareness develops. It takes many years of maturing before full adult self-awareness comes into being. As people develop, they formulate a self-conception about their self-worth.

Self-esteem appears to come about through interaction with other people to achieve goals. It is possible that self-esteem comes from being successful, from being known and respected by others, and by favorable comparisons with others (Johnson and Johnson, 1989).

Low self-esteem appears to have negative correlates, therefore the development of positive self-esteem is assumed to be of considerable importance. Cooperative experiences with peers, success in competitions with peers and success in working autonomously on one's own have all been hypothesized to build positive self-esteem (Johnson and Johnson, 1989). Even though it appears that cooperative learning experiences promote higher self-esteem than do competitive and individualistic ones, we must be cautious in our conclusions. Permanent changes in self-esteem are usually slow in developing and certainly require more than strong feelings about self. According to (Johnson and Johnson, 1989) to determine permanent changes in self-esteem, research studies are needed with more sophisticated measures.

Many school districts have been searching for ways to invigorate faltering systems, and the Moreland School District in San Jose, California, decided to try "esteem boosters". The superintendent deems the experiment a success: "Student

achievement is up, he says, and the school climate has significantly improved." (Weisman 1991).

Adherents have championed self-esteem as a "social vaccine" against educational failure, drug abuse, teenage pregnancy, crime and welfare dependency. Weisman (1991, p.12) says it has been called the "key to rebuilding community" and a "vision for developing our human capital to make America competitive again." Since the Moreland School District began implementing their "esteem boosters" six years ago, achievement scores have risen by 10 percent, annual vandalism damages have dropped from an average of more than $1,000 per school to $187, and student attendance has climbed to 97.7 percent. (Weisman, 1991).

Many studies show school to be a major factor in the loss of self-esteem among children. A study by the American Association of University Women (1991) found that in elementary school, 60 percent of girls and 67 percent of boys said they were "happy the way I am". Eight years later, however, 46 percent of boys and only 29 percent of girls agreed with that statement. "Self-esteem is not something we give kids," notes Hanoch McCarty, (1991, p.13) a professor of education at Cleveland State University, "It's what we have to stop taking away". Papka (1980) states that general achievement levels can be raised by focusing on the self-esteem of students.

Krupp (1991) has three suggestions for creating an esteeming environment in our schools. First, build your own self-esteem. Parents often mean well, but either they don't know how to

establish an esteeming climate, or they know how but can't put it into effect because of their own personal needs. Second, Krupp says that you should establish the building blocks of self-esteem which are creating warmth, offering respectful treatment, and clearly defining limits. People who feel secure reveal their identity. They will then begin to recognize where their own strengths and weaknesses lie and work to develop competence. Third, Krupp states that you must emphasize "I can". Purkey (1970) also says that students who feel good about themselves and their abilities are the ones who are most likely to succeed.

Authentic work in the area of self-esteem is not the soft or simple work that many people believe it to be. It entails extending the definition of self-esteem into a larger concept of affect that joins self and social interest, extends self-enhancement efforts across the entire school and relates the work of the school with the larger world of conditions that detract from human dignity. (Beane, 1991)

The idea of self-esteem has become a source of considerable controversy in the schools. A debate has emerged as to whether schools should try to enhance self-esteem, on what grounds, and to what extent? The theory in the 1980s was that young people will not hurt themselves if they like themselves. (Beane, 1991). If they have self-confidence they are more likely to do well at whatever they might try to do. This theory has influenced many school districts to add development of self-esteem to their list of goals.

The argument for enhancing self-esteem in schools follows three lines of reasoning. The first addresses the school's role as a social agency whose purpose is to contribute to the general health and well-being of young people. It becomes morally imperative for schools to enhance self-esteem especially at a time when other social institutions are unwilling or unable to provide support and encouragement to young people growing up. (Beane, 1991)

The second line of reasoning is found within the school itself. Collections of studies show a correlation between self-esteem and participation, completion, self-direction and various types of achievement in school. Self-worth and achievement is a driving force in the growing interest in self-esteem. (Beane, 1991)

The third line of reasoning deals with the idea of personal development beyond coping with problems and into personal power which may lead toward action. We face increasing problems with inequitable distribution of wealth, power and justice. (Beane, 1991). Some conditions like racism and poverty detract from human dignity and weaken one's self-esteem. People will not take action unless they feel they can make a difference. (Beane, 1991).

A main concern is not whether schools should try to enhance self-esteem, but <u>how</u> they should approach this issue. Three approaches are suggested.

The first approach uses personal development activities, such as group interaction with others at a set time and day during the

week. Being nice and saying "I like myself and others" in front of a group is not enough because the person may not truly feel that way. (Beane, 1991).

The second approach involves the student in a course offered in a set aside time slot during the school day. A "self-esteem curriculum" has been prepared to enhance self-esteem. Studies by Hartshorne and May in the late 1920s and more recent studies by Lockwood (1978) show that direct instruction in course-like curriculum does not produce lasting effects in the affective domain. (Beane, 1991). The environment has a powerful effect on self-esteem. If we are to enhance self-esteem, we must check to see whether the social environment is safe for the individual. (Beane, 1991).

The third approach to enhancing self-esteem in school recognizes the power of the environment and employs all aspects of the school for help. An example of a school that enhances self-esteem encourages student participation in governance, heterogenous grouping and positive expectations. Collaborative teacher-student planning, cooperative learning and student self-evaluation are a few solutions to achieve the desired goal. (Beane, 1991).

Self-esteem is learned. It is personally constructed out of interactions with the environment. (Beane, 1991)

Another concern which has arisen is the assumption that positive self-esteem is necessary for school achievement (Beane, 1991). Self-esteem should be viewed as an integrated view of self and social relations. People learn about themselves and their

world simultaneously. Self-esteem should be seen as one dimension of the larger concept of affect that involves values, morals, ethics and character and is linked to cognition. (Beane and Lipka, 1991). When we make self esteem decisions, we base these decisions on our values. If schooling for self-esteem does not address other aspects of affect as well as cognition, it is incomplete and artificial. (Beane, 1991).

Self-esteem must be accompanied by a sense of personal pride. Young people must have a sense that what they say and think and do counts for something. It is important that individuals see themselves as part of groups that can have meaning and power. Self-esteem should be enhanced to the broader themes of democracy, human dignity and cultural diversity. (Beane, 1991).

Schools must place a high emphasis on authentic participation, collaborative action, interdependent diversity and a problem-centered curriculum in order to fully enhance self-esteem. Policies that can weaken self-esteem such as tracking, unicultural curriculum and competition should be removed from the schools. (Beane, 1991).

Project Outcomes

The first terminal objective of this problem intervention was related to the discrepancy data presented in Chapter 2, the behavior checklist and the parent questionnaire. The scores indicated numerous problem behaviors observed by teachers and parents.

Therefore:

Terminal Objective I

As a result of a self-esteem improvement component during the period of September 1, 1993 to January 21, 1994 the target group of elementary reading students will decrease the amount of negative student behavior as measured by a Behavior Checklist.

The second terminal objective of this problem intervention was related to the discrepancy data in Chapter 2, the Success for All Eight Week Reading Assessments. The scores indicated below average reading achievement.

Therefore:

Terminal Objective II

As a result of implementation of a self-esteem improvement component, the reading scores of the target group of elementary students will improve as evidenced by scores on the Success for All Eight Week Reading Assessments.

In order to accomplish the terminal objectives, the following intermediate objectives defined the major strategic procedures proposed for problem resolution.

Process Objective

1.) In order to decrease negative behaviors, self-esteem activities, co-operative learning groups, and a cross-age tutoring program will be designed and implemented. Success will be measured by a behavior checklist.

2.) In order to increase self-esteem, self-esteem activities, co-operative learning, and a mentoring program will be designed and implemented. Success will be measured by the Piers-Harris Children's Self-Concept Scale.

3.) In order to increase the reading level, self-esteem activities, co-operative learning, and a cross-age tutoring program will be designed and implemented. Success will be measured by the Success for All Eight Week Reading Assessments.

Proposal Solution Component

Analysis of the probable cause data including administration of the Piers-Harris Children's Self Concept Scale revealed that

three major factors were related to low self-esteem. Included are previous low academic success, inadequate feelings of self-worth, and a low socio-economic background.

Solution strategies suggested by an examination of the professional literature, combined with the analysis of the problem setting, resulted in the selection of three major categories of intervention: strategies to increase self-esteem; the implementation of cooperative learning; and the establishment of a mentoring program. All strategic solutions were related to curricular revisions and altered teaching practices.

Chapter 4

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of Problem Resolution Activities

The action plan is designed to address three major solution components: self-esteem curriculum development, implementation of the tutoring program and implementation of cooperative reading groups.

The curriculum development phase of the plan will begin in the summer of 1993 with the convening of a committee of three teachers. Using assessment data collected at the beginning of the 1993 school year, this group developed a self-esteem curriculum which will be implemented in the fall of 1993. The program will be implemented by the committee of three teachers during the reading session. The purpose of the curriculum will be to improve feelings of self-worth and improve social skills.

The peer tutoring phase of the implementation plan will begin in the fall of 1993. The purpose of this program will be to increase social interaction and independent reading. The program will be implemented in the reading block time.

The third component of the program will be the use of cooperative learning during the reading block. The purpose will be an increased emphasis on social skills and motivation.

The implementation plan is presented below in outline form and in chronological order, allowing for the overlapping of strategies

over time.

1. Develop self-esteem curriculum

   A. Who: A committee of three staff members will design the curriculum change.

   B. What: They will compile a packet of activities from various sources including a teacher made behavior checklist and parent questionnaire.

   C. When: This will occur every Wednesday afternoon during the summer of 1993.

   D. Where: Work will take place at the staff members' homes and the local college library.

   E. How: They will use resources collected over the past year.

   F. Why: The packet will be used as a guide for appropriate self-esteem activities to be implemented.

2. Develop and set up a cross age tutoring program

   A: Who: A committee of three staff members will design the cross age tutoring program.

   B: What: They will develop the schedule and the content of the tutoring program.

   C: When: The committee will develop the program during the summer of 1993 and the schedule and groups will be set up on the opening days of school.

   D: Where: The work will take place at the staff members' homes.

E: How: After examining professional literature and similar programs, the committee will design an appropriate tutoring program.

F: Why: The program will help improve social interactions and improve oral reading.

3. Determine the current reading levels, the level of self-esteem and the amount of negative behavior of the target students.

A. Who: A committee of three staff members will test the students.

B. What: The teachers will use the Success for All eight week reading assessment, the Piers-Harris Children's Self-Concept Scale and the Teacher Made Behavior Checklist and Parent Questionnaire.

C: When: The test will be given the first week of school

D: Where: The test will be given individually during the 90 minute reading session in the classroom.

E: Why: The test will be given to show a base level for measuring improvement.

4. Implement the self-esteem curriculum.

A. Who: A committee of three staff members will implement the self-esteem curriculum.

B. What: The curriculum will consist of daily activities.

C. When: The lessons will take place during the

reading block.

D. How: The curriculum will include journal writing, self-exploration and social cooperative skills instruction.

E. Why: The program will be used as a daily tool to give opportunities to improve social skills, feelings of self-worth and participation in cooperative groups.

5. Establish cooperative reading groups.

A. Who: The teachers will use cooperative learning techniques with the students in their reading group.

B: What: The curriculum will consist of methods included in the Beginning Reading and CIRC (Cooperative Integrated Reading and Composition) Program from John Hopkins University.

C. When: This will occur from September 1 to January 20, 1994 during the 90 minute reading block session.

D. How: The cooperative groups will function with uniform incentives for cooperation and quality of work.

E. Why: The self-esteem and social skills components will be used as tools to improve cooperative learning skills. As the cooperative learning skills improve, reading achievement may improve.

6. Implement cross age tutoring program

   A. Who: Students will be paired with students from other reading groups of different levels.

   B. What: Students will read orally and discuss a book of their choice.

   C. When: The session will occur once a week for approximately 15 minutes.

   D. Where: This will occur during the reading block, in the reading teacher's classroom.

   E. How: Pairs of students will be given time to interact and read for enjoyment. They will take turns reading out loud to each other.

   F. Why: The purpose of the program will be to increase social interaction and independent reading.

Methods of Assessment

A variety of data collection methods will be used in order to assess the effects of the intervention. Changes in social skills and behavior will be measured through the use of a behavior checklist, student journals and teacher observation. An additional measure for data collection will be the Piers-Harris Self-Concept Scale and parent questionnaires. These assessments will be administered to the target group in September of 1993, and the results will be compared to the data collected in January of 1994.

Changes in reading level will be determined by the Success for All eight week reading assessment in November of 1993. Further

documentation will be made through formal class observations and records kept by teachers. Reading levels will be compared to previous data from the spring of 1993.

Chapter 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

The terminal objectives of the intervention addressed the low levels of reading achievement and the amount of negative student behavior of the target group of elementary reading students. Test scores indicated that the reading levels were far below average and teacher observations noted that too much instructional time was spent correcting negative behaviors. A summary of the data for each of the tests indicated that a need for remediation existed. Therefore, the terminal objective stated:

> As a result of a self-esteem improvement component during the period of September 1, 1993 to January 21, 1994, the target group of elementary reading students will decrease the amount of negative student behavior as measured by a Behavior Checklist.
>
> As a result of implementation of a self-esteem improvement component, the reading scores of the target group of elementary students will improve as evidenced by scores on the Success for All eight week reading assessments.

The development of a self-esteem curriculum to be used with the target group of elementary reading students began with a review of the assessment data. The committee of three staff members met during the summer of 1993 to compile a resource guide of daily self-esteem activities. The committee also developed the schedule and content of the cross age tutoring program scheduled to start at the beginning of the school year.

In order to determine the current reading levels, the target reading students were given the Success for All eight week reading

assessment during the first week of school. (Appendix A, B, and C) To measure the level of self-esteem, the students were given the Piers-Harris Children's Self-Concept Scale (Appendix F) during the second week of the school year. Following the third week of school, the three reading teachers completed a behavior checklist (Appendix D) and a parent questionnaire (Appendix E) was sent home regarding student achievement and behavior. These tests were given to show a base level for measuring improvement.

The implementation of the self-esteem curriculum began September 27, 1993 with daily twenty minute activities at the beginning of the reading class. The target students in the three reading classes included four mentally impaired special education students and eleven Chapter I students (a government program that services students below the 25th percentile). The entire student population of the school is integrated into the Success for All reading program including all special education and Chapter I students. The original target group included 38 reading students, but due to changes in reading achievement, nine students were placed in different groups and could not be included in the final study. The curriculum included journal writing, self-exploration, and social cooperative skills instruction. The self-esteem program was also a useful tool in teaching social skills that were utilized in the cooperative learning groups. The reading curriculum consisted of cooperative learning techniques included in the Beginning Reading and CIRC (Cooperative Integrated Reading and Composition) Program from John Hopkins University.

The cross age tutoring program was implemented the latter part of September, 1993 by pairing students from other reading groups. Students were paired with a partner of a different age and reading ability. The groups met once a week for approximately fifteen minutes and took turns reading out loud to each other. They were given various activities to promote social interaction and the enjoyment of reading.

Presentation and Analysis of Project Results

In order to assess the effects of the planed intervention, the students' behavior was measured by the behavior checklist as stated in the objective. The results of the pre and post assessments are summarized and presented in Table 5.

Table 5

Teacher Responses to Behavior Checklist Pre and Post-test Sept. 1993 - Jan. 1994

	Sept.				Jan.			
	Nev.	Sel.	Sometm.	Alw.	Nev.	Sel.	Sometm.	Alw.
Talks out of turn	4	6	13	6	8	13	5	3
Verbally abuses peers	15	9	4	1	23	3	3	0
Verbally abuses teacher	26	2	1	0	28	0	1	0
Physically abuses peers	26	2	1	0	27	0	1	1
Defies authority	11	10	7	0	21	7	2	0
Off task	0	6	18	5	1	20	7	1
Out of seat	8	4	15	1	10	15	3	1
Lack of motivat.	0	10	15	4	4	17	7	1
Lacks responsibil.	5	4	15	5	8	15	5	1
Absent	11	11	6	1	14	9	6	1
Incomplete assignments	9	7	12	0	19	9	1	1

N=29

The data indicated pre to post test improvement in the following categories: Talks out of turn, verbally abuses peers, defies authority, off task, out of seat, lack of motivation, lack of responsibility, and incomplete assignments. The most significant areas of improvement were in "off task behavior" and "defies authority". These areas of improvement seem to be related directly to the use of cooperative learning with all students actively engaged with less opportunity for off task behavior to take place. The classrooms became student centered rather than teacher centered thereby decreasing defiance of authority. As a result of increased social awareness and feelings for others, students talked out of turn less and improved their listening skills. Many lessons in the self-esteem curriculum stressed empathy and how to make and keep friends. (Appendix G and H) These lessons were a key ingredient in decreasing the verbal abuse of peers. The classroom climate was overall much more friendly and conducive to teamwork. One activity that the children loved to do was the Wheel of Friendly Acts (Appendix I) which encouraged friendly behavior and made the students feel good about themselves and special. The "lack of motivation" category also showed a significant improvement. The many activities in the self-esteem curriculum that centered on goal setting (Appendix J) had an impact on improving self-motivation. Student responsibility increased through the use of problem solving activities such as Dependable Dan (Appendix K). Students were assigned reading at home for twenty minutes each night. In the fall, many students failed to

complete their reading. By January, most students were completing their reading assignments. The teachers noted the target students accepted more responsibility for their own actions.

In order to assess the parents' perceptions of their students' behavior and achievement, the parent questionnaire was again sent home the last week of January 1994. The results of the pre and post tests are summarized and presented in Table 6.

Table 6

Parent Questionnaire Responses, Pre and Post Test
Sept. 1993 - Jan. 1994

	Sept.				Jan.			
	Nev.	Sel.	Sometm.	Alw.	Nev.	Sel.	Sometm.	Alw.
My child likes school	0	2	9	11	0	1	10	11
My child has friends	0	1	6	15	0	2	6	14
My child is happy	2	2	10	9	0	1	11	9
My child is well-behaved at school	0	4	13	5	0	2	15	5
My child is well-behaved at home	2	3	16	2	0	0	18	4
Pleased with school progress	0	1	13	8	0	0	9	12

Table 6 - continued

	Sept.				Jan.			
	Nev.	Sel.	Sometm.	Alw.	Nev.	Sel.	Sometm.	Alw.
My child is easy to get along with	2	2	10	9	0	0	16	5
My child works in group	0	3	14	6	0	2	12	5
My child acc. responsib.	0	1	16	5	0	1	17	4
My child be trusted	0	0	7	15	0	0	6	16
My child feels safe	0	1	7	14	0	1	5	16
My child part. in activities	7	7	8	1	3	9	7	2
My child is influenced by friends	0	6	14	2	0	6	13	3

N=22

The data indicated minimal pre to post assessment improvement in all of the areas on the questionnaire. There was more noticeable improvement was in the statement, "my child is well behaved at home". Teacher observations noted that the target students had numerous behavior problems and standardized testing noted that reading achievement was well below average. Data indicates that parent expectations seem to be lower than teacher expectations as noted on the results of the behavior checklist. After the intervention, parents noted no significant changes at

home or school.

A peer tutoring program was implemented in which students were paired with other students of a different age and reading ability. The students enjoyed this program and looked forward to this activity at the end of the week. For many students this was an opportunity to show other students outside of their classroom how well they could read. During the twenty minute weekly session, the students were offered a wide range of activities to further expand their comprehension of the story. A few activities that were especially successful were role playing, drawing their favorite part, and tape recording themselves reading their favorite passage. (Appendix L). This allowed the students to share their enthusiasm for reading, feel special, and feel good about themselves and their progress. This program motivated the below grade level students to have the desire to practice their reading at home. Some of the students with severe behavior disabilities showed an increased responsibility in dealing with the younger students. The success of this program seemed to have a direct impact on the reading achievement scores.

The school-wide reading program that was implemented during the intervention was the Cooperative Integrated Reading and Composition (CIRC) and Beginning Reading program from the Success for All program at John Hopkins University. The program used cooperative methods for reading groups (eight to fifteen students) and reading teams. As students worked in their teams, they earned points for their groups. Points based on participation, test

scores, and reading at home allowed student to earn rewards. The teacher monitored progress or instructed other teams in comprehension strategies (e.g., predicting, comparing, drawing conclusions). Included in the strategies were partner reading, story prediction, words aloud practice, spelling review, partner checking and team comprehension games.

In order to assess the effects of the planned intervention, the students' reading achievement was measured by the Success for All eight week reading assessment as stated in the objective. The results of the pre and post tests are summarized and presented in Table 7.

Table 7

Reading Growth Success for All Achievement
Assessment In Grade Levels
Sept. 93 - Jan. 94

Student Number	Pre test	Post test	Growth Units
2	PP[3]	1[2]	1 year
3	3[1]	4[1]	1 year
4	PP[1]	PP[3]	2/3 year
5	PP[1]	PP[2]	1/3 year
8	PP[3]	2[1]	1 1/3 year
10	PP[3]	PP[3]	0
12	3[1]	4[1]	1 year
14	3[1]	3[1]	0
15	3[1]	3[1]	0
16	PP[1]	PP[3]	2/3 year
17	2[1]	4[1]	2 years
18	3[1]	4[1]	1 year
19	PP[1]	PP[2]	1/3 year
20	3[1]	4[1]	1 year
21	PP[2]	PP[3]	1/3 year
22	PP[1]	PP[2]	1/3 year
23	PP[1]	PP[3]	2/3 year
24	3[1]	4[1]	1 year
25	PP[1]	PP[3]	2/3 year
26	PP[3]	1[2]	1 year
27	PP[1]	PP[2]	1/3 year
28	PP[1]	PP[2]	1/3 year
29	3[2]	4[1]	1/2 year
31	PP[1]	PP[2]	1/3 year
32	3[1]	4[1]	1 year
33	3[1]	4[1]	1 year
34	3[1]	4[1]	1 year
37	PP[1]	PP[2]	1/3 year
38	PP[1]	PP[3]	2/3 year

N=29

PP = pre-primer 1-2-3
Numerical exponent = semester 1 or 2

To further summarize and illustrate the reading achievement growth units, the following Figure 2 is presented.

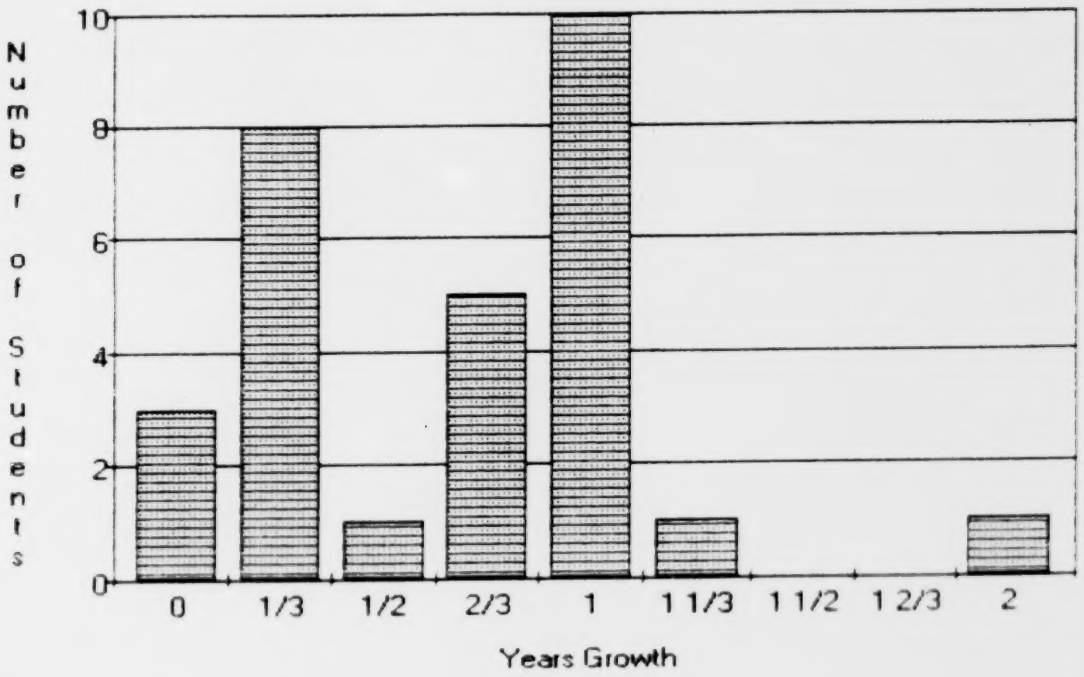

Figure 2

Reading Growth Success for All
Achievement Assessment
Sept. 93 - Jan. 94

The data indicated minimal or below average growth in reading achievement for 11 of the 29 target studies, or 38 percent. The intervention program and the reading assessment data reflect the length of the program which lasted one-half of the school year. Therefore, a half year's growth represents average or typical growth for the same time frame. The data indicated significant or above average growth (more than one-half years growth) in 17 of the 29 target students, or 59 percent. The above average growth is notable considering the fact that 52 percent of the target reading students are self-contained special education or Chapter I students. The fact that ten students made one year's growth in a half year's time frame is very encouraging. However, 8 students only made 1/3 year's progress in the half year time frame.

The data shows 8 students made 1/3 year's growth. While this growth is not a large gain, it is a positive and promising sign for this particular group of the target reading students. Many of these students came to school without the basic social skills and academic skills necessary to improve in school. These students needed to learn how to treat others kindly and how to sit and listen to the teachers besides learning the basic skills needed to progress in reading. The students and teachers were faced with many challenges. The self-esteem curriculum and the implementation of cooperative learning helped to satisfy the deficits these children faced when they entered school.

The cooperative learning component of the intervention enabled students to incorporate the social skills that were stressed in the

self-esteem curriculum. Working with partners enabled student to feel adequate and was a better motivator than a teacher directed classroom. The program reinforced to each group that they have a team goal and must work cooperatively. The cooperative learning nurtured positive peer relationships and structured positive interactions. As partners or teams, the students seemed to set higher academic goals. The shy students were more comfortable participating in group lessons as a team, as opposed to individually. All rewards were given to students as a team for group effort. Necessary social skills had to be developed as groups would sink or swim together. Teacher observation and parent responses on the parent questionnaire did not note a transfer of these improved social skills to outside of the classroom or home.

In order to assess the effects of the planned intervention, the student's self concept was measured by the Piers-Harris Children's Self-Concept Scale as stated in the objective. The results of the pre and post assessment are summarized in Table 8.

Table 8

Cluster Profiles - Piers-Harris
Children's Self Concept Scale

	Pre-test - Sept.93			Post-test-Jan 94		
	Below Average	Average	Above Average	Below Average	Average	Above Average
Cluster I Behavior	7	15	7	7	13	9
Cluster II Intellect.	2	10	17	0	16	13
Cluster III Appearance	3	6	20	2	8	19
Cluster IV Anxiety	3	13	13	3	6	20
Cluster V Popularity	5	15	9	4	15	10
Cluster VI Happiness	3	12	14	3	12	14
Tot. Score	2	9	17	0	11	23

N=29

The data indicated minimal improvement from September 1993 to January 1994 in the target students' self-concept. A very slight improvement was noted in the behavior cluster. Two more students on the post survey thought their behavior was above average rather than average. In the intellectual Cluster II, more students rated themselves average than on the pre-assessment. On the pre-assessment, the majority of students felt their intellectual functioning was above average. After implementation of the program, it seemed that students were more realistic in goal

setting and personal evaluation. The most notable improvement was in Cluster IV, anxiety. Data showed students felt less anxiety after the program was implemented, with 7 more students in the above average category. The total reflects the improvement in all of these categories.

Reflections and Conclusions

The data presented confirmed the desired outcome of the two terminal objectives. The amount of negative behavior as measured by the teacher behavior checklist decreased. Post-assessment improvement was noted in the following categories: talks out of turn, verbally abuses peers, defies authority, off task, out of seat, lack of motivation, lack of responsibility, and incomplete assignments. The areas showing greatest of improvement were in "off task behavior" and "defies authority." The data presented also confirmed reading scores of the target group improved as evidenced by scores on the Success for All eight week reading assessment. Significant or above average growth was noted in 59 percent of the target students.

The process objectives used to obtain the two terminal objectives included the use of a self-esteem curriculum, cooperative learning, and cross age tutoring. Teacher observation noted success using all of these programs, but parent evaluation did not note any transfer of improvement in behavior or academics outside of school.

Chapter 6

DECISIONS ON THE FUTURE

The Solution Strategy

The data indicated that the self-esteem intervention program should be continued. However, modifications of the original plan are suggested. The plan should be implemented at the beginning of the year and should continue throughout the entire school year. The teachers in each grade level should have access to the intervention plan so each child is receiving the treatment. It should also be noted the intervention plan would be easier to implement if it were done in the teacher's homeroom instead of the reading group. The intervention did not last as long as the teachers would have preferred because the reading groups were changed. Some children tested into a higher reading group or were placed in an easier or lower reading group to meet their instructional level. Therefore, some of our students who started in the plan could not be used in our final data.

We decided to work with the reading groups because the Chapter I teacher did not have a classroom. She has her own reading group, then she tutors and goes into different classrooms to teach. The plan would have been easier to implement if she would have chosen a teacher's classroom and with the consent of the teacher presented the activities to the entire class. This would have also helped with time constraints. There were many times within the reading block where the twenty minutes was needed to finish the story and

lesson and it was difficult to find the time to present the self-esteem activity.

The pre and post parent questionnaires were of little value to our research. We noted that many parents were not realistic in their evaluation of the student's behavior and academic progress. We feel that many parents did not understand or were unable to read the questionnaire. Perhaps a better approach would be to involve the parents' actively in the program. A verbal interview before and after intervention may be more appropriate. We feel there is a need for the parents to be educated along with their children in parenting skills and behavior expectations.

Minimal improvements in self-esteem were noted in the Piers-Harris Self-Concept Scale. Students coming into the program were not aware of acceptable behavior and they had not set high academic goals for themselves. After implementation of the program, the students seemed to be more aware of desired behavior and academic abilities. Therefore, their perceptions were more realistic on the self-concept post test. To determine permanent changes in self-esteem, we think a more sophisticated measure is needed over a longer period of time.

Even though the data indicated that cooperative learning, the self-esteem curriculum, and cross age tutoring prompted higher self-esteem, we need to be careful in our conclusions. Permanent changes in self-esteem seem to be slow in developing and certainly requiring more than one twenty minute daily session for a semester.

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APPENDICES

APPENDIX A

Assessment Record Form

Date_____ School_____ Teacher_____

Student's Name_____ Assessor_____

Warm-Up

Wrote name correctly	- 2	Named all letters	- 2
Wrote half of name	- 1	Named half of letters	- 1
Wrote less than half	- 0	Named less than half	- 0

1. Letter names (L1)

A B T m a s b o j d f k

Score_____

Letter sounds (L2)

m a t s p n c d i r

Score_____

NOTE. Turn this page over to record Sight Words which student reads.

Score S1_____ S2_____ S3_____

(3) *Phonetic Words*

1. mat	6. wet	11. then	16. wait	21. pie
2. ran	7. frog	12. gate	17. feet	22. scrape
3. pig	8. strip	13. bite	18. meat	23. bride
4. mop	9. wish	14. rope	19. toad	24. grow
5. fun	10. chop	15. tube	20. row	26. squash

Score_____

(4) *Writing Assessment Answer Sheet*

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Score_____

(1) *Sight Words*

Pre-Primer (S1)

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. we
14. help
15. here
16. I
17. in
18. is
19. it
20. jump
21. little
22. make
23. me
24. my
25. not
26. there
27. one
28. play
29. look
30. red
31. run
32. said
33. see
34. the
35. three
36. to
37. two
38. up
39. you
40. where

Score_____

Primer (S2)

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. with
14. eat
15. four
16. get
17. good
18. have
19. he
20. into
21. like
22. must
23. new
24. no
25. now
26. will
27. on
28. our
29. out
30. please
31. pretty
32. ran
33. ride
34. saw
35. say
36. she
37. so
38. soon
39. who
40. that
41. there
42. they
43. this
44. tool
45. under
46. want
47. was
48. well
49. went
50. what
51. white

Score_____

First Grade (S3)

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. were
15. had
16. has
17. her
18. him
19. his
20. how
21. just
22. know
23. let
24. live
25. may
26. of
27. old
28. when
29. once
30. open
31. over
32. put
33. round
34. some
35. stop
36. take
37. thank
38. them
39. then
40. thin
41. walk

Score_____

APPENDIX B

BEGINNING READING ASSESSMENT STORY RECORD FORM

Student's Name _____ Teacher / Grade _____ _____

School _____ Date _____ Tester _____

STORY 1 (Lessons 1-10)

Assessor: "Tam and Sam" is a story about a girl called Tam and a dog called Sam. As you read the story, think about how Tam feels about Sam.

I am Tam.
Sam is a dog.
I like Sam.
Sam and I sat on the mat.

___1. Who am I? _____
___2. Who is Sam? _____
___3. How does Tam feel about Sam? _____

Go on if student has less than 7 word errors and no less than 2 comp. errors.

STORY 2 (Lessons 11-20)

Assessor: "The Ant and the Cat" is a story about a cat called Stan who gets mad at an ant. Read to find out why the cat gets mad at the ant.

An ant sat on a mat.
Stan is a cat.
The cat sees the ant.
Stan taps the ant.
The ant is on the cat!
Stan is mad at the ant.
The ant is sad.

___1. Who saw the ant? _____
___2. Where did the ant go? _____
___3. Why is the cat mad at the ant? _____

Go on if student has less than 12 word errors and no less than 2 comp. errors.

STORY 3 (Lessons 21-30)

Assessor: "The Lamp" is a story about Tam and her friend Nan. The girls are eating ham sandwiches one night for dinner when Stan the cat runs past. Read to find out what trouble the cat gets into.

Nan and Tam sit on the steps. Stan, the cat, ran past. Stan hit a lamp! The lamp tips and it is not lit. Nan said, "Tam, I cannot see!" Tam has the lamp in her hand. Tam has lit it. Nan said, "I can see!"

___1. Who hit the lamp? _____
___2. Why did the lamp go out? _____
___3. Do you think Nan was glad the lamp was on? Why?
_____

Go on if student has less than 12 word errors and no less than 2 comp. errors.

STORY 4 (Lessons 31-40)

Assessor: "Dan's Birthday" is a story about a little boy called Dan who has a birthday. Dan loves football. Read to find out what kind of birthday gift Dan might receive.

It is Dan's birthday. Dad has a gift for him. It is a big ball. Dan is glad! He kicks it to Dad. Dad kicks it back fast. Dan kicks it fast. Dan said, "I cannot see the ball!" Dad has the ball in his hand. He kicks it back to Dan.

___1. What was Dad's gift to Dan? _____
___2. How did Dan feel about the gift? _____
___3. Why couldn't Dan see the ball? _____
___4. Who found the ball? _____

Go on if student has less than 12 word errors and no less than 2 comp. errors

STORY 5 (Lessons 41-50)

Assessor: "Vick's Bus Ride" is a story about a little boy called Vick who gets on a bus in a big hurry. Read to find out why Vick is in such a big hurry.

A bus picks up Vick at the stand. It stops and Vick gets off. He jogs to the shop to get a can of jam. Vick runs back and a bus picks him up. When it stops, Vick gets off and sees a clock. Mom will get mad if he is not back at 6. He has to get back before dinner! Vick jogs back as quickly as he can.

___1. Where did the bus take Vick? _____
___2. What did Vick buy? _____
___3. How did Vick get back home? _____
___4. Why did Vick have to be back at six? _____

Go on if student has less than 12 word errors and no less than 2 comp. errors

STORY 6 (Lessons 51-60)

Assessor: "Jim's Picnic" is a story about a little boy called Jim who sees something by a pond while he is having a picnic. Read to find out what Jim sees.

Jim has a picnic next to a pond. He sees ten red insects run up a log. Then a black chicken runs after them. The chicken pecks at the log and gets six insects! A big fish swims past and splashes the log. The insects wash off. The chicken is wet and mad. No lunch is left for him! Jim is glad the insects are OK. Jim finishes his picnic.

___1. What did Jim see run up the log? _____
___2. Why did the chicken run after the insects? _____
___3. How did the insects wash off the log? _____
___4. Why was the chicken mad? _____

Go on if student has less than 12 word errors and no less than 2 comp. errors

STORY 7 (Lessons 60-67)

Assessor: "The Note" is a story about how a little girl called Jane gets a note from her best friend, Sue. Read to find out what Sue wrote.

Sue passed a note to Jane in class. The note said, "Meet me at home at five o'clock." Jane nods at Sue and tucks the note in her coat.

Jane gets to Sue's home and sees Sue in the kitchen. Sue has a big bowl of peaches. "What are you doing?" asks Jane. "We are going to bake a sweet peach pie," says Sue. Jane smiles and helps Sue. They bake the pie and wait for it to cool. Then they each eat a slice. Sue and Jane say, "YUM! This pie is good!"

___1. How did Sue ask Jane to come over to her house? _____
___2. Why did Sue ask Jane over to her house? _____
___3. Why did the girls have to wait? _____
___4. What did the girls do with the pie? _____

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BEGINNING READING ASSESSMENT
READING WORD RECORD FORM

Lessons 1-10

	+	-
am		
a		
like		
mat		
Pam		
Sam		
sat		
is		
on		
the		

Total ___|___

Lessons 11-20

	+	-
pat		
nap		
sees		
ant		
to		
a		
can		
cat		
sand		
mad		

Total ___|___

Lessons 21-30

	+	-
rips		
trip		
ran		
into		
hand		
hit		
said		
cannot		
lamp		
lid		

Total ___|___

Lessons 31-40

	+	-
bit		
band		
fast		
lift		
was		
tag		
gap		
kick		
kid		
no		

Total ___|___

Lessons 41-50

	+	-
top		
with		
what		
jog		
yam		
van		
zip		
this		
bus		
quick		

Total ___|___

Lessons 51-56

	+	-
from		
box		
fish		
wet		
chop		
chick		
when		
bath		
thank		
fix		

Total ___|___

Lessons 60-67

	+	-
cake		
note		
pie		
five		
cute		
green		
bean		
coat		
bowl		
play		
mail		
where		
are		
do		
me		

Total ___|___

APPENDIX C

BASIC READING INVENTORY PERFORMANCE BOOKLET

Jerry L. Johns
Northern Illinois University

Student _____ Grade ____ Sex ☐ M ☐ F Date of Test _____

School _____ Examiner _____ Date of Birth _____

SUMMARY OF STUDENT'S PERFORMANCE

Grade	Word Recognition: Isolation (Word Lists) Total Score	Word Recognition: Isolation (Word Lists) Level	Word Recognition: Context (Passages) Percent Correct	Word Recognition: Context (Passages) Level	Comprehension: Oral Reading Form ____ Percent Correct	Comprehension: Oral Reading Form ____ Level	Comprehension: Silent Reading Form ____ Percent Correct	Comprehension: Silent Reading Form ____ Level	Listening Form ____ Percent Correct	Estimate of Levels
PP										
P										
1										Independent _____
2										Instructional _____
3										Frustration _____
4										Listening _____
5										
6										
7										
8										

SCORING GUIDE FOR READING LEVELS

Percent of Word Recognition in Context	100 99	98 97 96	95	94 93 92 91	90 or less
	Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
Percent of Comprehension	100 95 90	85 80	75	70 65 60 55	50 or less

INFORMAL MISCUE ANALYSIS SUMMARY

Type of Miscues	Frequency of Occurrence: Seldom	Frequency of Occurrence: Sometimes	Frequency of Occurrence: Frequently	General Impact of Miscues on Meaning: No Change	General Impact of Miscues on Meaning: Little Change	General Impact of Miscues on Meaning: Much Change
Substitutions						
Insertions						
Omissions						
Reversals						

Consistent Strengths (+) and Weaknesses (−)

Comprehension

☐ main idea
☐ fact
☐ inference
☐ evaluation
☐ vocabulary
☐ lower level
☐ higher level

Word Recognition

☐ use of context
☐ single consonants
☐ consonant clusters
☐ short vowels
☐ long vowels
☐ syllabication
☐ flexible word attack

Check (✓) Consistent Difficulties

Oral Reading

☐ fluency
☐ word by word
☐ ignores punctuation
☐ lacks expression
☐ loses place
☐ repeats from habit
☐ requests assistance

Observations

List A-A (Pre-Primer)	Timed	Untimed	List A (Primer)	Timed	Untimed
1. me			1. show		
2. get			2. play		
3. home			3. be		
4. not			4. eat		
5. he			5. did		
6. tree			6. brown		
7. girl			7. is		
8. about			8. boat		
9. book			9. call		
10. milk			10. run		
11. dog			11. what		
12. all			12. him		
13. apple			13. wagon		
14. like			14. over		
15. go			15. but		
16. farm			16. on		
17. went			17. had		
18. friend			18. this		
19. take			19. around		
20. some			20. sleep		
Number Correct			Number Correct		
Total Score			Total Score		

Scoring Guide for Graded Word Lists

Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

List A 1417 (Grade 1)	Timed	Untimed	List A 8224 (Grade 2)	Timed	Untimed
1. pocket			1. ten		
2. hello			2. poor		
3. aunt			3. city		
4. here			4. teacher		
5. down			5. turn		
6. then			6. fight		
7. how			7. because		
8. saw			8. soft		
9. never			9. open		
10. puppy			10. winter		
11. could			11. joke		
12. after			12. different		
13. hill			13. say		
14. men			14. quiet		
15. gone			15. sister		
16. ran			16. above		
17. gave			17. seed		
18. or			18. thought		
19. way			19. such		
20. coat			20. chase		
Number Correct			Number Correct		
Total Score			Total Score		

Scoring Guide for Graded Word Lists

Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

List A 3183 (Grade 3)	Timed	Untimed	List A 5414 (Grade 4)	Timed	Untimed
1. trail			1. stove		
2. stream			2. government		
3. beach			3. program		
4. snake			4. grape		
5. lift			5. favorite		
6. cabin			6. blizzard		
7. bless			7. noon		
8. rooster			8. greet		
9. journey			9. sport		
10. treasure			10. rumble		
11. hero			11. tropical		
12. beyond			12. language		
13. moan			13. expert		
14. glitter			14. nervous		
15. impossible			15. starve		
16. shot			16. voyage		
17. island			17. silence		
18. manage			18. scamper		
19. receive			19. prairie		
20. automobile			20. moccasin		
Number Correct			Number Correct		
Total Score			Total Score		

Scoring Guide for Graded Word Lists

Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

A-A (Pre-Primer)

F 1. ___ What time of the year or season was it?
(fall)

F 2. ___ What did Ann do?
(went for a walk; took her dog for a walk)

E 3. ___ Why do you think Ann took her dog on the walk?
(any logical response; for company; she liked him)

I 4. ___ Why do you think Sam didn't run after the birds?
(any logical response; he knew they would fly away)

V 5. ___ What does "nice" mean?
(pleasant; enjoyable; pleasing, etc.)

Percent of Comprehension ____

Student Copy is on page 100.

It was fall. Ann went for a walk. She took her dog Sam. They liked to walk. They walked for a long time. They saw trees. Some were red. Some were green. They were pretty. Ann and Sam saw birds too. Sam did not run after them. He was nice.

Percent of Word Recognition ____

____ WPM
)3000

Scoring Guide: Pre-Primer

Percent of Word Recognition in Context

100 99	98 97 96	95	94 93 92 91	90 or less
Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
100 95 90	85 80	75	70 65 60 55	50 or less

Percent of Comprehension

A (Primer)

M 1. ___ What is this story about?
(boys getting ready to play in the snow)

F 2. ___ On what day does the story take place?
(Saturday)

F 3. ___ What happened when the boys woke up?
(they ran to the window; they saw snow)

F 4. ___ How did the trees look?
(white)

F 5. ___ What was Dad doing?
(getting the sleds)

F 6. ___ Who woke up first?
(Jack)

I 7. ___ Why do you think the boys were so excited?
(any logical response; they will play in the snow)

I 8. ___ Why didn't they go outside right away?
(they had to get dressed and eat breakfast)

E 9. ___ What things do you think the family will do outside?
(any logical response; make snowballs; go sledding, etc.)

V 10. ___ What is "ground"?
(something you walk on)

Percent of Comprehension ____

Student Copy is on page 101.

Jack woke up Saturday morning. He looked out of the window. The ground was white. The trees were white.

"Oh boy," said Jack, "snow."

"What did you say?" asked Tom, rubbing his eyes.

"It snowed last night. Get up and see," said Jack.

Both boys ran to the window.

"Look at that!" said Tom. "Come on. Let's get dressed."

Jack and Tom ran into the kitchen.

"Mom!" they said. "It snowed last night."

"Yes," said Mom. "Dad went out to get your sleds. First we will eat breakfast. Then we can have some fun. The first snow is the best!"

Percent of Word Recognition ____

$\frac{\quad}{6000}$ WPM

Scoring Guide: Primer

Percent of Word Recognition in Context

100 99	98 97 96	95	94 93 92 91	90 or less
Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
100 95 90	85 80	75	70 65 60 55	50 or less

Percent of Comprehension

A 1417 (Grade 1)

M 1. ___ What is this story about?
(Spotty and a frog; how Spotty learned to swim)

F 2. ___ Where did Spotty go?
(to the pond; for a walk)

F 3. ___ What did Spotty see?
(a frog)

F 4. ___ What happened when Spotty saw the frog?
(he barked; he wanted to play; the frog just sat [any one])

F 5. ___ What did Spotty do when the water went over his head?
(moved his legs; he didn't know what to do)

F 6. ___ What did Spotty learn in this story?
(how to swim)

I 7. ___ Why do you think the frog jumped into the water?
(any logical response; to get away from Spotty)

I 8. ___ Who was Spotty?
(any logical response; a dog)

E 9. ___ Why do you think Spotty wanted to play with the frog?
(any logical response; he was lonesome)

V 10. ___ What is a "pond"?
(like a lake, etc.)

Percent of Comprehension ____

Student Copy is on page 102.

One day Spotty went for a walk. The sun was warm. Spotty walked to the pond. There he saw a frog. The frog was on a log. Spotty wanted to play. Spotty began to bark. The frog just sat there.

Spotty jumped into the water. The frog jumped in too. Spotty did not know what to do. The water was very deep. It went way over his head. Spotty moved his legs. Soon his head came out of the water. He kept on moving. He came to the other side of the pond. That is how Spotty learned to swim.

Percent of Word Recognition ____

____ WPM
⌡6000

Scoring Guide: One

Percent of Word Recognition in Context

100 99	98 97 96	95	94 93 92 91	90 or less
Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
100 95 90	85 80	75	70 65 60 55	50 or less

Percent of Comprehension

A 8224 (Grade 2)

M 1. ___ What is this story about?
(a boy at camp; Bill's walk in the woods)

F 2. ___ Why did Bill go walking in the woods?
(to look for leaves)

F 3. ___ Did Bill enjoy going to camp? How do you know?
(yes, the story said he was happy there)

F 4. ___ What kinds of leaves did Bill find in the woods?
(maple and oak leaves)

F 5. ___ Where did the mouse go?
(into a small hole by a tree)

F 6. ___ What else did Bill see besides the mouse?
(a bird's nest and animal tracks)

I 7. ___ Do you think Bill went on this walk by himself? What makes you think so?
(any logical response)

I 8. ___ Why do you think Bill was happy at camp?
(any logical response)

E 9. ___ Do you think Bill will go to camp again? Why?
(any logical response)

V 10. ___ What are "tracks"?
(footprints made in the dirt; something made by animals when they walk or run)

Percent of Comprehension ____

Student Copy is on page 103.

It was the first time Bill went to camp. He was very happy to be there. Soon he went for a walk in the woods to look for many kinds of leaves. He found leaves from some maple and oak trees. As Bill walked in the woods, he saw some animal tracks. At that moment, a mouse ran into a small hole by a tree. Bill wondered if the tracks were made by the mouse. He looked around for other animals. He did not see any. The only thing Bill saw was an old bird's nest in a pine tree.

Percent of Word Recognition ____

____ WPM
)6000

Scoring Guide: Two

Percent of Word Recognition in Context

100 99	98 97 96	95	94 93 92 91	90 or less
Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
100 95 90	85 80	75	70 65 60 55	50 or less

Percent of Comprehension

A 3183 (Grade 3)

Student Copy is on page 104.

M 1. ___ What is this story about?
(bees making honey; a shadow; a bear trying to get honey; being scared)

F 2. ___ What happened to the person in this story?
(the person was awakened by a loud noise at the window)

F 3. ___ What had the bees been doing during the day?
(making honey)

F 4. ___ What was standing near the window?
(blackness; a shadow; a bear)

F 5. ___ What was found the next day?
(bear tracks)

F 6. ___ Where were the bees making honey?
(in the attic of the cabin)

I 7. ___ How did the person probably feel the next day? Why?
(any logical response; relieved; frightened)

I 8. ___ Why do you think the bear walked away?
(any logical response; it heard the knock)

E 9. ___ What would you do if you were the person in this story and heard scratching on your window?
(any logical response; call someone)

V 10. ___ What is an "attic"?
(a place way upstairs in your house where you put junk and stuff)

Percent of Comprehension ____

The bees had been making honey all day long. At night it was cool and calm. I had slept well until I heard a loud noise near my window. It sounded as if someone were trying to break into my cabin. As I moved from my cot, I could see something black standing near the window. In fright I knocked on the window. Very slowly and quietly the great shadow moved down and went away. The next day we found bear tracks. The bear had come for the honey that the bees were making in the attic of the cabin.

Percent of Word Recognition ____

____ WPM
)6000

Scoring Guide: Three

Percent of Word Recognition in Context

100 99	98 97 96	95	94 93 92 91	90 or less
Independent Level	Independent or Instructional	Instructional Level	Instructional or Frustration	Frustration Level
100 95 90	85 80	75	70 65 60 55	50 or less

Percent of Comprehension

APPENDIX D

Student Name: Week of _____

BEHAVIOR CHECKLIST

	1 NEVER	2 SELDOM	3 SOMETIMES	4 ALWAYS
1. Talks out of turn				
2. Verbally abuses peers				
3. Verbally abuses teacher				
4. Physically abuses peers				
5. Defies authority				
6. Off task				
7. Out of seat				
8. Lack of motivation				
9. Lacks responsibility				
10. Absent				
11. Incomplete assignments				

APPENDIX E

ROCKFORD
PUBLIC
SCHOOLS

Rock River Elementary School
2729 Kishwaukee Street
Rockford, Illinois 61109-1016
815/229-2165

9-20-93

Dear Parent,

This year we'll begin studying why all of us are very special people. We'll learn some things about who we are, why we are special, what our feelings are, and how we are like other people.

Two of our goals at Rock River School are to improve your children's reading skills and to make your children feel good about themselves. We have enclosed a parent checklist for you to answer. Please answer the questions honestly and return with your child tomorrow. In order to check on improvement this checklist will be sent home again at a later date. Thank-you.

Sincerely,

ROCKFORD PUBLIC SCHOOLS

Rock River Elementary School
2729 Kishwaukee Street
Rockford, Illinois 61109-1016
815/229-2165

1-18-94

Dear Parent.

Earlier in the school year you received a questionnaire regarding your feelings towards your child's achievement and behavior. Since that time, we have been working on improving your child's self-esteem and achievement. We would like to see if you have noticed any changes at home. Please complete the following questionnaire and return with your child tomorrow.

Thank-you.

Sincerely.

PARENT QUESTIONNAIRE

Student Name _____

	NEVER 1	SELDOM 2	SOMETIMES 3	ALWAYS 4
1. My child likes school.				
2. My child has many friends.				
3. My child is usually happy.				
4. My child is well-behaved in school.				
5. My child is well-behaved at home.				
6. I am pleased with my child's progress in school.				
7. My child is easy to get along with.				
8. My child works and or plays well in a group.				
9. My child accepts responsibility.				
10. My child can be trusted.				
11. My child feels safe at home and at school.				
12. My child participates in extra-curricular activities (Boys Club, Scout's, Sports)				
13. My child is influenced by his friends.				

APPENDIX F

The Piers-Harris Children's Self-Concept Scale

PROFILE FORM

Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

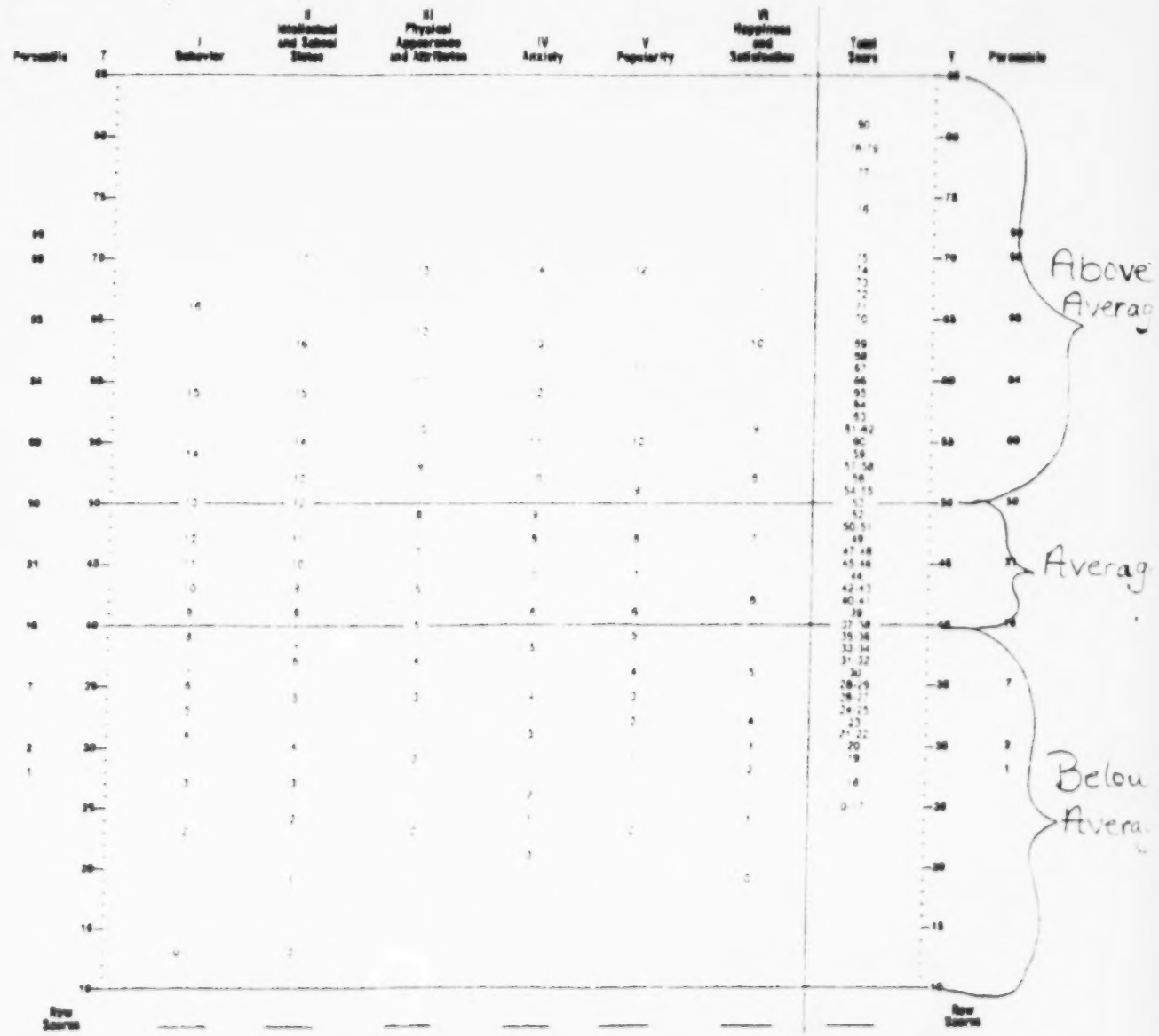
Published by

WPS WESTERN PSYCHOLOGICAL SERVICES
Publishers and Distributors
12031 Wilshire Boulevard
Los Angeles, California 90025

Name _____ Today's Date _____

Age _____ Sex (circle one): Girl Boy Grade _____

School: _____ Teacher's Name (optional) _____



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"THE WAY I FEEL ABOUT MYSELF"

The Piers-Harris Children's Self-Concept Scale

Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

Published by

WPS WESTERN PSYCHOLOGICAL SERVICES
Publishers and Distributors
12031 Wilshire Boulevard
Los Angeles, California 90025

Name _____ Today's Date _____

Age _____ Sex (circle one) Girl Boy Grade _____

School _____ Teacher's Name (optional) _____

Directions: Here are a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is *true or mostly true* for you, circle the word "yes" next to the statement. If it is *false or mostly false* for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement.

Remember that there are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

TOTAL SCORE: Raw Score_____ Percentile_____ Stanine_____

CLUSTERS: I_____ II_____ III_____ IV_____ V_____ VI_____

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W-180A

78

1. My classmates make fun of me ..... yes no
2. I am a happy person ..... yes no
3. It is hard for me to make friends ..... yes no
4. I am often sad ..... yes no
5. I am smart ..... yes no
6. I am shy ..... yes no
7. I get nervous when the teacher calls on me ..... yes no
8. My looks bother me ..... yes no
9. When I grow up, I will be an important person ..... yes no
10. I get worried when we have tests in school ..... yes no
11. I am unpopular ..... yes no
12. I am well behaved in school ..... yes no
13. It is usually my fault when something goes wrong ..... yes no
14. I cause trouble to my family ..... yes no
15. I am strong ..... yes no
16. I have good ideas ..... yes no
17. I am an important member of my family ..... yes no
18. I usually want my own way ..... yes no
19. I am good at making things with my hands ..... yes no
20. I give up easily ..... yes no
21. I am good in my school work ..... yes no
22. I do many bad things ..... yes no
23. I can draw well ..... yes no
24. I am good in music ..... yes no
25. I behave badly at home ..... yes no
26. I am slow in finishing my school work ..... yes no
27. I am an important member of my class ..... yes no
28. I am nervous ..... yes no
29. I have pretty eyes ..... yes no
30. I can give a good report in front of the class ..... yes no
31. In school I am a dreamer ..... yes no
32. I pick on my brother(s) and sister(s) ..... yes no
33. My friends like my ideas ..... yes no
34. I often get into trouble ..... yes no
35. I am obedient at home ..... yes no
36. I am lucky ..... yes no
37. I worry a lot ..... yes no
38. My parents expect too much of me ..... yes no
39. I like being the way I am ..... yes no
40. I feel left out of things ..... yes no

41. I have nice hair ..... yes no

42. I often volunteer in school ..... yes no

43. I wish I were different ..... yes no

44. I sleep well at night ..... yes no

45. I hate school ..... yes no

46. I am among the last to be chosen for games ..... yes no

47. I am sick a lot ..... yes no

48. I am often mean to other people ..... yes no

49. My classmates in school think I have good ideas ..... yes no

50. I am unhappy ..... yes no

51. I have many friends ..... yes no

52. I am cheerful ..... yes no

53. I am dumb about most things ..... yes no

54. I am good-looking ..... yes no

55. I have lots of pep ..... yes no

56. I get into a lot of fights ..... yes no

57. I am popular with boys ..... yes no

58. People pick on me ..... yes no

59. My family is disappointed in me ..... yes no

60. I have a pleasant face ..... yes no

61. When I try to make something, everything seems to go wrong ..... yes no

62. I am picked on at home ..... yes no

63. I am a leader in games and sports ..... yes no

64. I am clumsy ..... yes no

65. In games and sports, I watch instead of play ..... yes no

66. I forget what I learn ..... yes no

67. I am easy to get along with ..... yes no

68. I lose my temper easily ..... yes no

69. I am popular with girls ..... yes no

70. I am a good reader ..... yes no

71. I would rather work alone than with a group ..... yes no

72. I like my brother (sister) ..... yes no

73. I have a good figure ..... yes no

74. I am often afraid ..... yes no

75. I am always dropping or breaking things ..... yes no

76. I can be trusted ..... yes no

77. I am different from other people ..... yes no

78. I think bad thoughts ..... yes no

79. I cry easily ..... yes no

80. I am a good person ..... yes no

APPENDIX G

FRIENDLY ADVICE

Addy the advisor gives advice to people who have problems with friends.
Assist Addy by reading the letters and writing responses that you feel will help solve the problems.

Dear Addy,

I have a problem and I don't know why. I just can't seem to make friends. I am the smartest, best-looking, nicest, most interesting person I've ever met. Whenever I meet someone, I tell them how terrific I am. They always walk away. What's wrong? Don't they believe me?

I.M. Best

Dear I. M. Best,

_____

_____

_____

_____

Addy's Assistant,

_____

(your name)

Dear Addy,

On the playground, everyone seems to have someone to play with except me. I stand alone by the fence and watch my classmates play, but no one ever asks me to join them. At the lunch table I sit quietly waiting for someone to talk to me, but they never do. I want to have friends. Can you tell me how much longer I should wait for someone to come to me?

R. Shy

Dear R. Shy,

_____

_____

_____

_____

Addy's Assistant,

_____

(your name)

Write a letter to Addy about a problem you are having with a friend.
Ask a classmate to solve your problem by writing a response.

Dear Addy,

_____

_____

_____

_____

_____

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Begin the *Friendly Box* activity by gathering the children in a circle and reviewing ways to show friendliness. Have each child volunteer a way to be friendly or tell about a time when someone was friendly toward him or her. Point out the 3" x 5" cards and the pencils and explain that whenever a child experiences something friendly being done by a classmate, he or she should write the person's name and describe the friendly action on a 3" x 5" card and then slip the card into *The Friendly Box.* Have children who cannot print yet draw a picture to describe the friendly action or feeling experienced, or they can dictate their comments to you.

At the end of the day, form the *Friendly Box* circle. Open the door on the bottom of the box and remove the cards. Read each card aloud. Have the children share in the reading. Continue this project for one week. Each day the acts of friendliness will increase. By the end of the week, the box may overflow!

Wheel of Friendly Acts

An alternate activity for encouragi friendly behavior is the *Wheel of Friendly Acts* circle.

Help a classmate.
Play with a classmate at recess.
Clean up.
Smile when you look at a classmate.
Eat lunch with a classmate.
Say something nice to a classmate.
Talk to a classmate you don't know well.
Make something for a classmate.

Begin by asking the children t tell about things people have done for them that made them feel gooc or special. Print some of these ide on a wheel similar to the one on th page. Make a tagboard arrow and attach it to the center of the whee with a paper fastener. Have the children role play the friendly actions printed on the wheel.

Extend the activity by asking each child to decide how he or she is going to be friendly that day. If th children have difficulty deciding, suggest that they spin the activity wheel and try to do the action it suggests. Then have each child dra or write about the friendly action h or she plans to do that day.

During the *Wheel of Friendly Acts* circle at the end of the day, have the children share the friendl acts they did during the day and how they felt when they did them.

APPENDIX I

Name _____

Dealing with Bullies

A **bully** is someone who is often threatening or cruel to those who are smaller or weaker.

Dave is self-conscious about being one of the shortest boys in his class. To make himself feel better, he picks on younger kids and bosses them around.

Jeff's dad is always yelling at him and criticizing the things he does. Because Jeff feels angry and unloved, he picks fights with smaller boys at school.

Nancy is unsure of herself and doesn't feel liked by others. To impress her classmates, she makes fun of other girls.

There are several ways to deal with people who bully you.

1. **Ignore them.** Sometimes, just ignoring name-calling or teasing makes a bully stop. If you don't get upset, the bully receives no pleasure from teasing you and may decide to leave you alone.
2. **Confront them.** Sometimes, asking bullies the reasons for their behavior makes them realize what they are doing and decide to stop.
3. **Include them.** Sometimes, inviting a bully to join your group or team makes the bully feel included rather than left out and causes him or her to act less hostile or resentful.
4. **Talk it over with others.** Sometimes, nothing works. If you can't handle the situation, ask a parent, teacher, or friend for help.

My Goals

Name _____

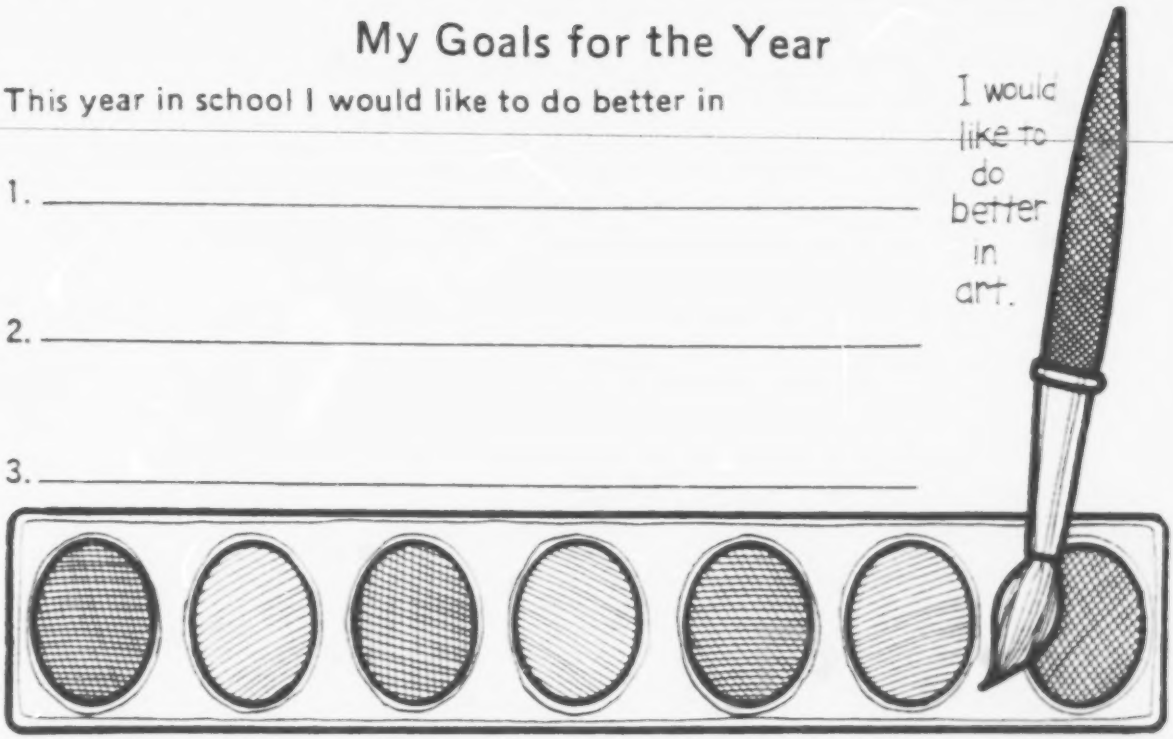
My Goals for the Year

This year in school I would like to do better in

1. _____

2. _____

3. _____

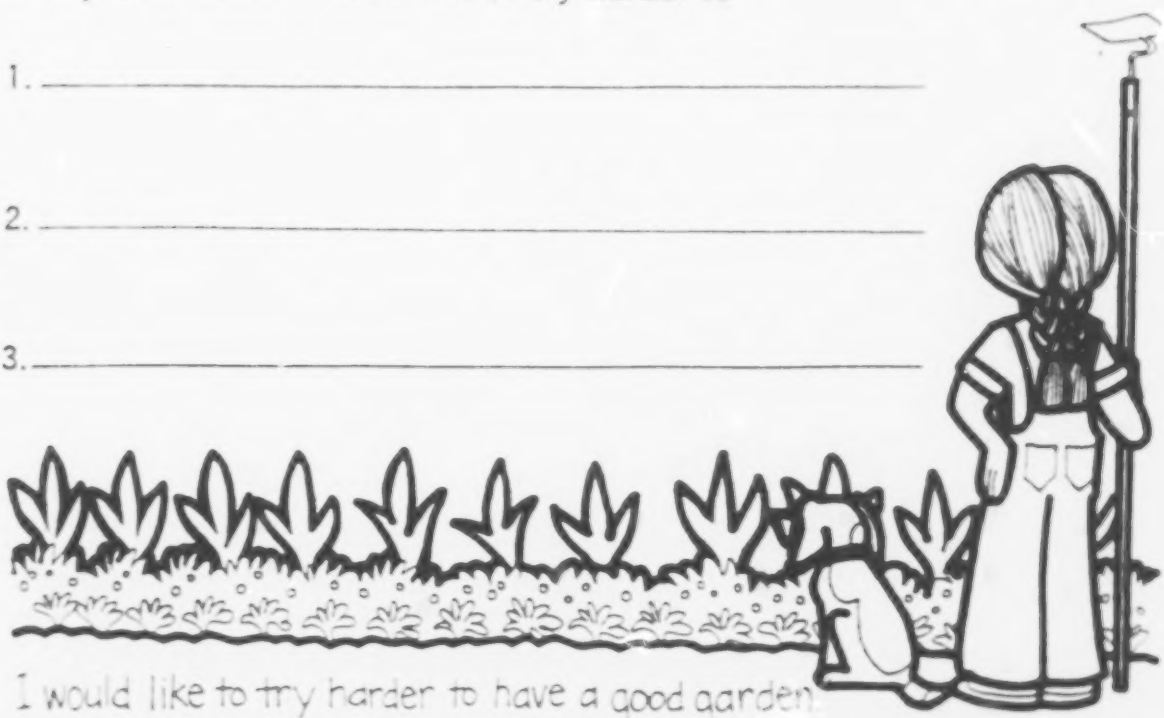


This year at home I would like to try harder to

1. _____

2. _____

3. _____



I AM SPECIAL
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DEPENDABLE DAN

Read this story about a typical morning in the life of Dan D. Pendable and answer the questions below.

Dan D. Pendable woke up bright and early. He let his dog go outside and then he fed his fish. Then he woke up his sister. Dan got dressed quickly, combed his hair, brushed his teeth, and rushed outside to feed his dog.

Dan's mother made breakfast for him and packed his lunch. While driving Dan to school, his father reminded him about baseball practice. Dan said, "I couldn't forget that! The team depends on me. I promise you, Dad, that I'll mow the lawn after practice."

"I know you will, Dan," his father said, "because you are a very dependable Pendable!"

1. What things did Dan do that make him dependable?

_____

_____

2. Who depends on Dan? _____

_____

3. On whom does Dan depend? _____

_____

List three "dependable" things that you do almost every day.

1. _____

2. _____

3. _____

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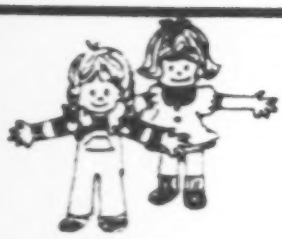
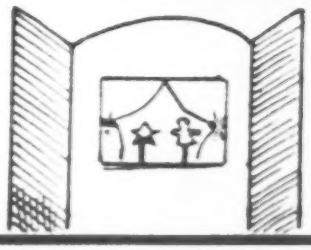
TEAM READING

Reader _____

Reading Buddy _____

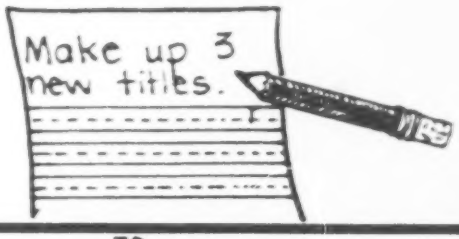


Act out your best part.

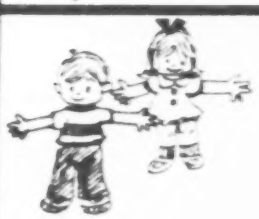


Put on a puppet play.

Draw your favorite part.

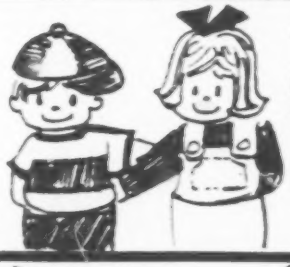


Make up 3 sound riddles.



Act out the part of the main character.

Read us your favorite part.



Tell us 3 colorful words the author used and why you like them.

Make up a commercial about your story.

Make up 3 word riddles.